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ABSTRACT

The proceedings of a conference focusing on women and employment are presented. The keynote address by Marie Tarbell summarizes recent statistics describing women's position in the paid work force. She reports that women comprise 41% of the paid work force and can expect to work an average of 22.9 years. Despite their increasing participation, women remain in stereotyped "women's jobs," such as clerical and service workers, with median incomes \$4,818 less than their male counterparts. Minority women have the lowest average income of all workers. Two conference workshops, using small group discussions, addressed the topics of (1) nontraditional jobs in terms of expectations of employees and employers, paths of entry and recruitment efforts, barriers to entry, and areas for improvement; and (2) social service careers with regard to the need to recruit women into the field and ways in which women may be made aware of social service careers. An address by Carol Eliason concludes the conference proceedings, describing postsecondary nontraditional vocational programs available to women. A questionnaire used to evaluate the conference is appended and the results are summarized. (DE)

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ED174284

NEW DIRECTIONS AND AWARENESS: A WORKING CONFERENCE ON EQUITY AND EMPLOYMENT

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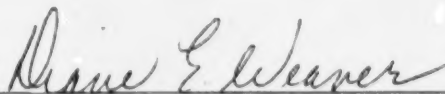
JC 790 462

INTRODUCTION

Since 1972, Hagerstown Junior College has been the site of several conferences and workshops devoted to the concerns of women. If we examine the formats and conclusions of those conferences, we can see perceptible shifts. In 1972, we came to soak up information and awareness, and we left reassured that we were not alone in our feelings of frustration. In succeeding years, we came to renew our commitments to change that seemed always too little, too slow.

The conference in November 1978, subtitled "A Working Conference on Equity and Employment," gave us awareness and renewed commitment, yes; but it also gave us new directions and possible strategies for action. We know that laws are in place to regulate equity; we also know that laws do not automatically and magically change attitudes and subtle discrimination. The 1978 workshop helped us draw blueprints for changing those attitudes and assumptions that die so hard.

It is my pleasure to present for your consideration the proceedings of last November's conference. I think you will see as I did that once again we have made progress through awareness toward action.



Diane E. Weaver

Member, Maryland Commission for Women
Coordinator, Experience Based Career Education
Hagerstown Junior College

TABLE OF CONTENTS

Introduction

Keynote Address

Beyond Awareness: Understanding Women and Employment	1
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Workshop Presentations

Exploring New Directions: For Employers	8
Exploring New Directions: For Social Service Personnel	10

Conference Summary

American Females Are On The Move	15
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Evaluation Instrument and Results	20
---	----

Conference Agenda	24
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Conference Participants	25
-----------------------------------	----

KEYNOTE ADDRESS

BEYOND AWARENESS:
UNDERSTANDING WOMEN AND EMPLOYMENT

Marie Mayor Tarbell
Sex Equity Specialist
Division of Vocational-Technical Education
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Most of us have had an opportunity to reflect on the implications of one of this decade's most rapid change - the changing role of women from primarily homemaker to primarily wage earner.

Women are working in the paid labor force in greater numbers and greater proportion than ever before. If the economy was expanding at a faster rate, national demographers feel that the participation of women workers would be even higher.

What are the facts about men and women in the paid labor force? And, please notice that throughout this discussion we will be addressing the paid labor force. This clarification is made so that it is clear that women and men who work in the home are working, too. The statistics discussed today will focus on the paid labor force. However, let me begin by saying that 12% of American children are cared for solely by their fathers. And, almost half of the families in America have two wage earners. Surely, the stereotypical American family is becoming a minority.

Today I will be summarizing remarks prepared by the National Center for Sex Equity in Education. Shirley McCune and Martha Matthews are developing up-to-date materials for use by vocational educators throughout the United States to address sex equity in occupational programs. I do hope you will read some of their materials being distributed today. Additional copies can be requested from the Vocational Equity Office - Maryland State Department of Education.

Women are joining men in the paid labor force in ever-increasing numbers.

- By the year 2,000, if not before, men and women will be participating in the paid work force in approximately equal numbers; today women are 41% of the paid work force.
- The average young woman today can expect to work outside her home for 22.9 years. She will be in the paid work force for:
 - 40 years if she is single
 - 30 years if she is married but has no children
 - between 15 and 25 years if she has children, depending on the number of children that she has
- The average young man today can expect to be in paid work force for 42 years.
- Fifty-four percent of all American women between ages 18 and 64 are employed for pay outside the home; for American men of the same age group, the percent is 91.
- Nine out of ten women in high school will work for pay at some time in their lives; six out of ten will work full-time outside their homes for at least 30 years.
- Forty-seven percent of all married couples in the United States are now composed of a husband and a wife both working for pay outside the home.
- Mothers of children under six years of age are entering the work force at a more rapid rate than any other group: nearly forty percent

of mothers with children under six now work for pay outside the home.

Women, like men, are working for pay because of economic needs.

- Sixty-eight percent of all women working for pay today work for economic need; they support themselves or their families, or they supplement the income of husbands who earn \$9,000 or less a year.
- Four out of ten young women now in high school will become heads of families; they may be entirely responsible for their own financial support and for the support of their children.

In spite of the numbers and their economic need, women in the paid work force are concentrated in low-paying "women's jobs."

- Women working for pay full-time year round earn only 57¢ for every dollar that men earn; the difference between the average yearly incomes of males and females working for pay has increased over the past 20 years.
- In 1973, the median income of females employed full-time year round was \$6,488, while the median income of males employed full-time year round was \$11,306.
- The median earnings of employed women with four years of college education are less than those of employed men with eight years of education.
- Women and men tend to be concentrated in different occupational groups. For example:

- Fourteen percent of all employed men work as managers or administrators; only five percent of all employed women hold these jobs.
- Thirty-five percent of all employed women work in clerical occupations; seven percent of employed males work in clerical positions.
- Twenty percent of all men in the paid work force are employed as skilled crafts workers; less than one percent of women in the work force are employed in crafts occupations.
- Eighteen percent of all employed women are employed as service workers; only nine percent of males in the labor force do service work.
- The largest number of employed women work in clerical occupations; the average yearly salary of women in clerical jobs is \$6,827. The next largest group of women are employed as service workers; their average yearly income is \$5,046. The largest number of men are employed as craft workers; their average yearly earnings are \$12,028. The second largest group of men are employed as operatives; their average yearly earnings are \$10,176.
- Even in those occupational groups which employ similar numbers of women and men, women are concentrated in lower-paying jobs. For example, seven percent of all employed women and six percent of all employed men work as salesworkers. Women

salesworkers are most often employed in retail jobs; they earn an average of \$5,168 a year. Men are most often employed in wholesale and industrial sales; their earnings average \$12,523 a year.

Minority women are more likely than white women to be in the paid work force and minority workers of both sexes are more likely than white workers of their sex to be concentrated in low-paying occupations.

- In the past, minority women have had much higher rates of participation in the paid work force than white women; black women have the longest history of work force participation of any group of women.
- Today, although rates of labor force participation by minority women vary among the different minority groups, minority women are more likely than white women to be employed for pay outside the home.
- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.
- Minority women have the lowest average income of all workers; the average yearly income of white males and females and minority males and females employed on a full-time year-round basis is as follows:
 - white males
 - minority males
 - white females
 - minority females

The difference paid work patterns of women and men are generally not the result of basic difference in ability; they result primarily from sex stereotyping and sex discrimination and they can be changed.

- Research shows that there are few basic differences in job-related abilities between females and males. The few differences which have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other. Although most males are stronger than most females and may be better able to do jobs requiring great physical strength, the number of these jobs is rapidly decreasing. Most of the 35,000 occupations in today's work force can be done by either females or males.
- Women and men learn different work goals as a result of sex stereotyping; they learn to believe that certain jobs are right for females and that other jobs are right for males. Sex stereotypes influence the ways in which many females and males prepare themselves for jobs or careers, and the jobs or careers in which they seek employment.
- Employers sometimes hire workers based on stereotyped ideas; they sometimes refuse to hire qualified persons in jobs which are not traditional to their sex (or race), or they sometimes pay employees of one sex less than the other for the same work. This is discrimination, and it is now illegal.

Knowing the realities of the American labor force will help us better meet the needs of elementary, secondary, and post- secondary students in Maryland who are interested in learning more about career opportunities.

I applaud your interest and support at the Hagerstown Junior College Conference on Women Employment and look forward to working with you in 1979.

Thank you.

WORKSHOP PRESENTATIONS

EXPLORING NEW DIRECTIONS:

For Employers

Helen H. Stough
Director of Education
Baltimore New Directions for Women

Group Discussion: Employers and Employees

After general introductions by Marie Mayor Tarbell, the group defined its objectives for the small group discussions as follows:

1. What are the Nontraditional Job Expectations for
 - A. the employer
 - B. the employee
 - C. others (family, peers, etc.)
2. What are Paths of Entry and Recruitment?
3. What are Barriers - Internal and External - to Successful Nontraditional Employment?
4. What positive steps are needed?

The discussion focused on socialization for both employer and employee as the shaper of expectations. If one is taught to believe there are acceptable and nonacceptable roles and activities, this thinking can unconsciously influence expectations and thus job availability.

The group identified expectations such as:

Women shouldn't lift heavy objects.

Women would lose time because of children.

Men don't like women on many job sites.

Women aren't interested or not qualified for many jobs.

The employee's expectations in entering a nontraditional job were defined primarily as: having the opportunity to earn more money and support their families, as well as learning a craft, and exercising their abilities and talents. They

also expected harassment from co-workers and disapproval from peers.

In talking about paths of entry and recruitment, the group felt many people didn't have enough information about job duties, skills, and performance to have free choice. Also many other barriers were identified - such as, lack of prior training, "The Math Filter" for many women, difficulty in finding counselors with information on nontraditional jobs.

Other barriers to nontraditional employment include:

Physical stamina needed by many jobs must be built up.

Loneliness a problem when one is the only man or woman on a job site.

Many nontraditional jobs require shift work.

Child care is always a problem - especially on split or evening shifts.

Attitude of family and friends important.

If they don't support you, it's harder.

Positive steps to be considered:

Employers could provide support systems for people in nontraditional jobs.

Hire two people together.

Consider flexible work schedules and part-time employment - especially for single parents.

Provide good information about actual work conditions and expectations.

Provide pre-training courses.

EXPLORING NEW DIRECTIONS:

For Social Service Personnel

Alice Dorezas
Community Outreach Specialist
Hagerstown Junior College

Lois D'Angelo
Baltimore New Directions for Women

Georgia Lewis
Baltimore New Directions for Women

Facilitators: Alice Dorezas, Lois D'Angelo, Georgia Lewis

I. Objectives

Participants in this segment of the workshop consisted chiefly of individuals working in human services settings; i.e., schools, social service agencies, mental health agencies, etc. The group quickly decided that its priorities would be:

- A. To provide information or resources that will enable human services workers to facilitate the entry of women into nontraditional upwardly mobile careers.
- B. To share some techniques useful in facilitating the entry of women into nontraditional careers.

II. Session Contents

A host of techniques surfaced during the session. Briefly, they can be divided into three major areas:

- A. Personal: those that address themselves directly to the "client" - that is, the woman seeking new career directions
- B. Professional: those techniques that would require the direction or facilitation of a professional person in their implementation
- C. Global: those issues which require multiple interaction between service agencies and the community at large.

Personal: Individuals seeking a new direction within their career or educational experience should consider the following options:

- A. The exploration of course work, workshops, seminars, etc. that will provide the opportunity to assess, update, or augment marketable skills. These options very often can be provided at low cost through women's centers at community colleges, universities, or through support groups such as the Maryland Commission for Women, Baltimore New Directions for Women, etc.
- B. The possibility of seeking "credit for life experience" at those community colleges and upper division institutions who are gradually beginning to realize that nonacademic work or total life experience can be assessed, within certain limits, and awarded credit toward an associate or baccalaureate degree.
- C. The need to critique and review the skills she has developed as they are put to use in an interview setting. Very often a woman herself sets up a stereotyped interaction and loses the opportunity for presenting a positive employment image. Skills such as assertiveness, reverse questioning, getting details about salary, benefits, etc. are learnable and usually are a part of career courses or workshops.
- D. As parents or other responsible adults in the lives of today's children, women are strongly encouraged to bring career awareness, sex-role stereotyping, and life education experiences to the attention of children and teenagers with whom they interact. Obviously, the seeds of such awareness will encourage these children to question and, if necessary, to demand an upgrading of career education and career development counseling in their school setting.

- E. Women who have developed career confidence and have by chance or by education made inroads into the vast arena of career success should volunteer their time and skills to share their experiences and successes with others.
- F. The group also felt that in area of resume writing many women did need a refresher course in order to develop skills in the writing of functional as opposed to chronological resumes.

Professional: In addition to the obvious "one to one" human services support counselors and career helpers provide, the group focused on the following ideas:

- A. When women return to school or begin college for the first time, it would be wise to provide study support groups, or "study buddies" - perhaps in some reserved space on campus where fellow students or paraprofessional support could provide help in study skills and research technique until these women felt comfortable in an academic environment.
- B. Very often professional women are unaware of the potential they provide as role models for other women emerging slowly into higher education or careers. These professionals might need to make a concentrated effort in becoming involved in community projects, in politics, in workshops, or in any arena where the presence of a qualified female could make an impact.
- C. In the area of nontraditional work settings for women, counselors need to update themselves on the availability of technical programs, especially those that involve apprenticeship training.

- D. In the same vein, counselors need to have at their finger tips, either in print or from some accurate referral sources, information on local trends in employment, on salaries, and so forth. It is disheartening to train or re-educate a woman who does not have geographic mobility only to realize that she is not employable in her neighborhood after her investment in time and money.
- E. Counselors should in their individual and group work with these women make a deliberate effort to teach appropriate assertiveness and communication techniques so that the women can translate their classroom experiences effectively into a work setting. They must feel comfortable with their newly learned skills and learn to defuse their threat level as they enter the competitive job market.

Global: "Cooperation" seemed to be the theme in this category, that is, employers and educators would need to establish clear communication lines so that the educational institution would provide the type of personnel that local employers need. When necessary, the community college or the university might provide on-the-job, in-service training for personnel in business and industry. When appropriate, employment sites would be available for "exploration days" when potential job seekers would have the opportunity to see at first hand the type of setting their job demands. Finally, it might not be a bad idea to have college counselors spend some in-service time in the personnel office of the businesses and industries where they

would get first-hand information about the type of skills and training necessary for entry level positions or for promotional possibilities within that situation.

CONFERENCE SUMMARY

AMERICAN FEMALES ARE ON THE MOVE!

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The Move is to where the \$\$\$s are! A quiet revolution is taking place in the vocational programs of the U.S. Females are learning that training in non-traditional fields leads to better paying jobs with the potential for greater career upward mobility.

This quiet revolution can trace its development to several pieces of federal civil rights legislation enacted in the 60's and early 70's.

The current upswing in post-secondary nontraditional vocational enrollments is closely tied to the vocational amendments of 1976 which strongly urged the development of programs and services to overcome both overt and covert sexism in existing programs. The new ingredient on the campus is the development of "targeted" outreach, counseling and vocational testing programs. Among common elements are components designed to acquaint females with such unknowns as "tool usage", pre-vocational skills, etc. Other key elements cope with poor self-image and sexism in vocational testing.

A recent survey by our office determined that successful post-secondary nontraditional programs all contained seven basic elements:

- A community-based Advisory Committee committed to sex equity
- Outreach counseling and public relations program
- Non-sexist vocational counseling
- Supportive services and group counseling

- Hands-on classroom experiences designed to overcome prior deprivation
- COOP or Work-Study experiences related to classroom training
- Well-reasoned placement programs that use a systems approach to job development.

Every American should reach adulthood with one or more marketable skills. Since technologies are changing so rapidly in our society, many adult males and females need access to retraining options to continue to be able to compete in the labor market. Because of prior negative socialization large numbers of females have been denied access to training for these skills. Those who have had access to vocational training have been counseled all too frequently into labor intensive and low-paying fields such as clerical and allied health.

Now with the advent of Affirmative Action and Title IX females are being given their first real opportunity to compete for a wider range of occupations. Among the fields with growth potential for females are the basic engineering technologies and business management. Few females recognize the potential for advancement offered by programs including skills such as drafting, accounting or computer programming.

The hope of the American female for economic independence and survival now requires commitment by parents, educators, counselors, and employers to help her explore through non-sexist counseling and vocational testing, multiple options in training.

To be applauded are educational/training institutions that now offer mini courses in career exploration or job related COOP training. Females who have an opportunity to have "hands-on" short-term training with tools frequently choose nontraditional training.

The joy of discovery that "manual dexterity" can be utilized for more profitable pursuits than machine sewing should be available to any female who wishes to pursue a manual trade.

Until we've truly opened all apprenticeable crafts and trades to both males and females, we have not made vocational training truly sex equitable.

Among the tasks before us in encouraging more females to seriously consider nontraditional vocations are:

- The development of a major media campaign positively portraying females in better paying roles.
- Retraining high school counselors in non-sexist counseling practices.
- Major "clean-up" of high school and college vocational testing practices to remove sexist materials.
- Introduction of nontraditional role models to classroom settings at an early age.
- Development of workshops for parents to alert them to the consequences of limiting curricula choices of their children.
- Peer support groups during training can be utilized to reinforce positive attitudes toward the world of working women.

A key ingredient in promoting and encouraging nontraditional training for women is the development of a cadre of community-based job development and placement contacts committed to sex equity.

Join forces with those of us who seek to equate educational equity to economic equity for women.

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EVALUATION INSTRUMENT AND RESULTS

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland

November 3, 1978

NEW DIRECTIONS AND AWARENESS:
A WORKING CONFERENCE ON EQUITY AND EMPLOYMENT

A. Agency or Employer _____

B. Conference Topics:

1. Beyond Awareness: Understanding Women and Employment

a. This presentation met my expectations.

_____ Strongly Agree	_____ Agree	_____ Neutral	_____ Disagree	_____ Strongly Disagree
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b. I will be able to apply the material in my work setting.

_____ SA	_____ A	_____ N	_____ D	_____ SD
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2. Exploring New Directions: For Employers

a. This presentation met my expectations.

_____ SA	_____ A	_____ N	_____ D	_____ SD
-------------	------------	------------	------------	-------------

b. I will be able to apply the material in my work setting.

_____ SA	_____ A	_____ N	_____ D	_____ SD
-------------	------------	------------	------------	-------------

3. Exploring New Directions: For Employees

a. This presentation met my expectations.

_____ SA	_____ A	_____ N	_____ D	_____ SD
-------------	------------	------------	------------	-------------

- b. I will be able to apply the material in my work setting.

_____	_____	_____	_____	_____
SA	A	N	D	SD

4. Reactions: The Changing Federal Scene

- a. This presentation met my expectations.

_____	_____	_____	_____	_____
SA	A	N	D	SD

- b. I will be able to apply the material in my work setting.

_____	_____	_____	_____	_____
SA	A	N	D	SD

C. Conference Arrangements:

1. The style of presentation met my expectations.

_____	_____	_____	_____	_____
SA	A	N	D	SD

2. The preparations for the conference met my expectations.

_____	_____	_____	_____	_____
SA	A	N	D	SD

3. The lunch at the workshop met my expectations.

_____	_____	_____	_____	_____
SA	A	N	D	SD

D. Summary Evaluation:

1. The workshop was worth attending.

_____	_____	_____	_____	_____
SA	A	N	D	SD

2. I would attend another workshop.

SA A N D SD

3. My suggestions for improving the workshop are:

EVALUATION RESULTS

The responses indicated that most participants found the Conference met their expectations, and that they would be able to use the material in their work setting. In addition, many participants offered comments and suggestions which follow:

1. Whole conference should have focused on application of materials to work setting.
2. Not expecting such a strong emphasis on meeting needs of school counselors.
3. Hoped to learn more about apprenticeship programs, including state and federal regulations.
4. More people should have been involved.
5. Get more businesses involved.
6. Longer period of time needed for group discussions.
7. More complete description of topics in brochure would be helpful.
8. Unsure of basic purpose of workshop as far as employers are concerned.
9. Need to deal with economically disadvantaged persons and prepare them for nontraditional jobs.
10. Would be interested in a workshop concerning employment and advancement of minorities and females as required by OFCCP.
11. More outreach to employers via public service announcements, press releases, one-to-one contacts.
12. Need for resources for resume writing skills assessment, interview techniques.
13. More publicity - particularly directed to employers.
14. More specific employee/employer problem solving techniques in areas; such as, mobility, challenges, opportunities.

CONFERENCE AGENDA
CONFERENCE PARTICIPANTS

CONFERENCE AGENDA

KEYNOTE ADDRESS

"Beyond Awareness: Understanding Women and Employment"

Marie Mayor Tarbell
Vocational Education Equity Specialist
Division of Vocational-Technical Education
Maryland State Department of Education

WORKSHOP PRESENTATIONS

* "Exploring New Directions: For Employers"

Helen Stough
Director of Education
New Directions for Women

"Exploring New Directions: For Social Service Personnel"

Alice Dorezas
Community Outreach Specialist
Hagerstown Junior College

* "Exploring New Directions: For Students and Employees"

Marie Mayor Tarbell

CONFERENCE SUMMARY

"Reactions: The Changing Federal Scene"

Nancy Carol Ellason, Director
Center for Women's Opportunities
AACJC

*two groups developed into a combined workshop

CONFERENCE PARTICIPANTS

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